DOCUMENT RESUME

ED 415 898 IR 056 869

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TITLE	Summers County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
INSTITUTION	Summers County Public Library, Hinton, WV.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE	1993-00-00
NOTE	28p.
CONTRACT	R167A20445
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Learning; *Adult Literacy; Computer Assisted Instruction; Federal Programs; Grants; High School Equivalency Programs; Library Collection Development; Library Role; *Library Services; *Literacy Education; Parent Education; Public Libraries; Publicity; Rural Areas; Tutoring; Tutors; User Needs (Information); Volunteer Training; Volunteers; *Workplace Literacy
IDENTIFIERS	Library Services and Construction Act; Tutor Training

ABSTRACT

This Final Performance Report provides project outcome information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The Literate Adults Mean Prosperity (LAMP) project of the Summers County Public Library (Hinton, West Virginia), provided recruitment, retention, training, rural oriented, basic literacy, tutoring, and computer assisted programs. The project served a community of 10,000-25,000 people, and targeted rural residents with basic skill levels below 8th grade level. Tutoring was done one-on-one, using the Laubach method. The project served 27 adult learners, and provided a total of 2,400 hours of direct tutoring service during the 1992-1993 fiscal year. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; a comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Includes letters written by a student to the President of the United States to request continued funding for the program, news articles about the program, and a LAMP program brochure. (SWC)

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Summers County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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Literate **A**dults **M**ean **P**rosperity

Summers County Public Library
201 Temple Street
Hinton, WV 25951

Myra Ziegler, Director (304)466-4490
Thelma Garten, Literacy Coordinator, (304)466-4490

Grant Number: R167A20445

Amount awarded = $32,280.00 Amount Expended = $31,048.63

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
_X_ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

_✓_ Recruitment
_✓_ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
_✓_ Training
_✓_ Rural Oriented
_✓_ Basic Literacy
___ Other (describe)_____

___ Collection Development
_✓_ Tutoring
_✓_ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
___ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
_✓_ Other (describe) Rural residents with basic skill levels below 8th. grade lev

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
___ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

_✓_ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

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5. If this project involved tutoring, how was it provided? (check as many as applicable)

✓ one-on-one tutoring ___ small group instruction
___ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ✓ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

See attached

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ✓ yes ___ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

See attached

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
✓ recruitment brochure
___ resource directory
___ evaluation report
___ survey
___ newsletter(s)
___ other (describe)
_____
_____

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 27
Of those served, how many received direct tutoring service? 25
How many hours of direct tutoring service did they receive? 2 hrs./wk. Total = 2400 hrs
How many new volunteer tutors were trained? 10
How many current volunteer tutors received additional training? 0
How many volunteer tutors (total) were involved? 20
How many non-tutor volunteers were recruited? 4
How many service hours were provided by non-tutors? 75 hours
How many librarians were oriented to literacy methods, materials, and students? 1
How many trainers of tutors were trained? 0

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken – e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

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6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

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Part II

Identify any tests, questionnaires, or standard methods used and summarize student results.

6a. Perspective students were given the ABEL 2 by the GED instructor upon entry into the GED program. Students testing below 8th. grade level in Reading Comprehension and/or Reading Vocabulary were referred to the literacy project for one-to-one tutoring. Upon completing each reading manual students were given a posttest. To move to the next manual they were required to satisfactorily complete 90% of the posttest. 25 students were tutored by LAMP. Despite continued requests by the Literacy Coordinator, many of the tutors failed to report student pre-test or post-test results therefore it is not possible to report accurately student progress. Any students entering the program through the self-referral process were given the Laubach Diagnostic Inventory to determine reading placement.

6b. Briefly describe how progress was determined and summarize student results.

(See 6a).

Improvements in personal appearance and feedback from friends and/or family members was recorded on students' weekly records kept by the literacy coordinator. One student whose skill levels have improved from 2nd grade to approximately 5th grade during the course of this grant period, has written several letters to politicians regarding funding and support for literacy programs (see attached letters). He was thrilled to receive a response from President Clinton's office. The daughter of a former

student is currently volunteering Saturdays in the Summers County Public Library and one night per week helping the children of other literacy and GED students who are participating in the childcare portion of this program. Not only is she a valued addition to the Library staff, she has managed to maintain excellent grades since her participation in LAMP began. She also serves as a direct contact with her mother who we hope will eventually return to the program. The wife of one student reports that her husband is reading bedtime stories to his children, something he was unable to do before receiving help through LAMP. Toward the end of this grant period when we announced that there would be no program in 1993 -'94, several students expressed concern that they would not be receiving help. One woman (a surprise since she was NOT one of the most faithful students) contacted the local TV news stations because of her concern over the loss of this service. In the interview which resulted she reported that she was able to help her daughters with their homework - something she was unable to do before she received tutoring.

Part III.

1. A comparison of actual accomplishments to the goals and objectives set forth in the application. Describe any major changes in the program with respect to approved activities, staffing, and budgeting, including unspent funds*. Explain why established goals and objectives were not met, if applicable.
*see Part III, number 2. Budget comparison.

Goal 1: Raise the educational level of the anticipated 100-200 adults who qualify to 8th grade so they may participate in the GED course.

Services were offered to approximately 100 adults who participated in GED classes at 4 sites in Summers County. Of those approximately 100 students at 4 sites, 25 were actively tutored by LAMP in an effort to raise their educational level to eighth grade or above. Those students who received literacy tutoring between October 1992 and January 1993 were able to raise their educational levels 1 - 3 years as reflected by the test given at the completion of each reading manual. Adults entering the literacy program between February 1993 - September 1993 were able to raise their educational levels 1 year as reflected by tests given upon completion of each manual.

Despite the fact that more students were served during this grant period than in the previous year, progress seemed slower. Although no testing was done to determine whether adults were learning disabled, half or more of the adults requesting services exhibited characteristics of LD students. Even those students who did not exhibit learning problems moved more slowly through the material - partly because they were studying more complicated skills (i.e. essay writing, math).

Goal 2: Foster good parenting skills in participating adults.

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Throughout the entire grant period LAMP offered child care at tutoring sites in an effort to reduce the burden of providing for the care of small children and enable/encourage adults to participate in GED courses or tutoring sessions. An additional goal was to increase parental involvement in reading activities of their children. In April 1993, the Summers County Public Library received a grant from Bell Atlantic/ALA to enrich and enhance this component of the literacy program.

28 children representing 9 families were served in three sites. (the service was offered at the fourth site but none of the participating adults had eligible children).

During the time children were participating, they worked on homework, were encouraged and praised for academic achievement, discussed current and/or personal issues, read and checked out books, played games, learned library skills. Parents were counseled on providing a home atmosphere conducive to learning. Parents of participating children reported their children displayed a more positive attitude toward school. Unofficially, we know that ALL the children who participated in this phase of the program passed all their subjects while several of the children of LAMP and GED students who did not attend failed subjects.

An additional and unanticipated benefit from this part of the program was that we were able to maintain contact with adult literacy students who had ceased to attend tutoring sessions.

Goal 3 Provide trained tutors.

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A tutor training workshop was advertised via radio, newspaper ads and posters/flyers posted throughout the county. The workshop was held on January 15 and 16, 1993 with ten volunteers attending. Tutor recruitment was difficult and retention was poor. The literacy staff attempted to motivate tutors by maintaining close contact and organizing tutor support groups and supplemental workshops. Tutors remained discouraged perhaps because so many of the students entering the program appeared to exhibit LD characteristics making progress difficult and tutoring unrewarding.

Goal 4: Promote the literacy program.

The LAMP staff gave oral presentations at various meetings of community organizations in Summers County in an effort to promote the literacy project and recruit volunteer tutors. These included but were not limited to Women's Clubs, Service Clubs, GED classes, etc. Brochures were also placed in churches, service centers such as the Summers County Senior Center and the Department of Human Services and doctor/dentist offices. Articles advertising the tutor training workshop were placed in the local newspaper and on the local radio station. Other articles regarding special events were also placed in the local paper. Word of mouth advertisement by students actively involved in LAMP and by ABE/GED instructors was also an integral part of promoting the program.

In May 1993, the LAMP coordinator spoke to all 7th grade and several 8th grade classes at Hinton High School and distributed informational flyers about LAMP.

A sample copy of LAMP's brochure, flyers, and newspaper articles accompany this report.

Goal 5: Supply appropriate library materials to each target site.

Tutoring supplies and high-low adult reading materials were purchased by the project director on the recommendation of the project coordinator. The coordinator and assistant coordinator transported to each tutoring site the necessary materials for tutoring adults and providing support for their children if present.

2. Budget Comparison

Proposed expenditures	Actual expenditures
Personnel Costs	
$25,001.00	$27,332.99

Balance = ($2,331.99)

Expenditures in this category exceeded estimations. Both the director and the assistant coordinator put in more hours than anticipated. Most of the overrun occurred in the last month of the program. Since the program was ending September 30th the staff made every effort to gather statistics, pay bills, generate reports and communicate with tutors and students while still employed by LAMP with the result that they worked longer hours than were originally planned.

Travel	
$ 3,514.00	$ 526.84

Balance = $2,987.16

Proposed expenditures for travel included funds to reimburse literacy tutors for their mileage to tutoring sites. The original proposal included travel fro staff and tutors to two out of town tutoring sites. However, during the summer while schools were closed, tutors and students began meeting in the Library in Hinton. They liked the arrangement so much that many of them did not return to the out of town sites once school reopened in the fall and most of the money appropriated for local travel remained unspent. In addition, neither of the two workshops/conferences which the Director, the Coordinator and Assistant Coordinator attended cost LAMP anything. As a consequence, most of the travel funds remained unspent.

Library Materials	
$ 1,800.00	$ 1,963.74

Balance = ($163.74)

We found as the year progressed that we had overestimated the amount we needed to purchase reading materials since it was possible to augment these supplies from the Summers County Public Library's shelves and stores. Concurrently we discovered that we had needed more tutoring materials than we had originally estimated. The net result was an overrun in this category by $163.74.

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Other expenses

$ 1,965.00	$ 1,225.06

Balance = $ 739.94

In this category, money appropriated for an audit has not yet been spent ($500). The rest represents an over estimation of the cost of typesetting for brochures.

Total grant appropriation	$32,280.00
Total spent	$31,048.63
Total unspent balance	$ 1,231.37

Of the unspent balance, $880.00 was never transmitted to LAMP. A check for the balance of $351.37 accompanies this report.

3. Provide, as appropriate, specific details as to the activities undertaken--e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include dates and topics; if services were contracted out, describe the contractor's activities.

Adult tutoring materials, specifically Laubach Way to Reading series, were purchased from New Reader's Press. Adult high/low interest reading materials were purchased from Mister Anderson's Co. Davidson Titles, Lakeshore Learning Materials.

Figures from the 1990 census, the unemployment rate for Summers County, and the school dropout rate when compared with the other counties in West Virginia were used to determine need for a literacy project in Summers County.

Training for volunteer tutors was conducted on Jan. 15-16, 1993, by trained instructors from Laubach Way to Reading literacy series. Ten tutors were trained in how to conduct one-to-one tutoring sessions with adults possessing no reading skills or poor reading skills. They were given instruction in the phonetic alphabet, how to plan for and conduct tutoring sessions, how to properly use the Laubach reading materials, and how to informally test student achievement in reading skills.

On November 12 - 13, 1993, the LAMP Director attended a conference in Morgantown, WV on "Solving the Puzzle of the Adult Learner". Various workshops were presented on identifying and tutoring the learning disabled adults.

LAMP Coordinator and Assistant Coordinator attended a conference sponsored by WV Laubach at Cedar Lakes, WV on May 20 - 21 which concentrated on grant writing and tutoring LD adults

No services were contracted out during this grant period.

4. Describe the role the library has played in the

accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

The Summers County Public Library has played a direct role in the operation and implementation of LAMP. The offices of the project director, coordinator, and assistant coordinator are located in the library. In addition to providing office space for literacy staff the library also provides space for weekly tutoring sessions of adult students, space for the desktop computer, resource materials for literacy students and tutors, storage space for tutoring materials, telephone capabilities and copy machines for use by the coordinator, assistant coordinator, and tutors and space for child care services.

The library was the originating agency for implementation of the literacy project, LAMP. All advertising of the literacy project was done using the library as the point of contact for prospective students and volunteer tutors.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

Three elementary schools at rural sites in the county volunteered their facilites for space for conducting on-site tutoring in conjunction with the ongoing GED classes. The Summers County Board of Education provided space for the one tutor training workshop conducted during this grant period as well as eating facilities for tutors in training and instructors. Loaves and Fishes, a local agency sponsored by the St. Patrick's Catholic Church of Hinton which provides clothing and food to the impoverished of the county, provided the luncheon and other snacks for the tutor training workshop held during the grant

period. WMTD, the local radio station, provided free radio 'spots' for advertising the workshops and for recruitment of volunteer tutors. The local newspaper, Hinton News, provided free space in the paper for the purpose of advertising the program, recruiting students and tutors, and advertising the upcoming workshops.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

Summers County Public Library, Hinton, WV
Talcott School, Talcott, WV
Hinton Area Elementary School, Hinton, WV
Jumping Branch Elementary School, Jumping Branch, WV
Summers County Board of Education Office, Hinton, WV

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Prior to receipt of this grant the Summers County Public Library attempted to operate a volunteer literacy project with no paid staff to coordinate activities. There was no ongoing recruitment program for students or tutors. Tutors were trained but waited too long to begin tutoring students and rapidly lost interest in the program. Students were not placed promptly with tutors and needed more support to urge them into the program. There was also no consistent communication system therefore messages from tutors to students or students to tutors were often lost or misdelivered. Tutors were burdened with the cost and procurement of tutoring materials which was a major hinderance to the successful operation of the program. While actual statistics on the program prior to receiving the current grant are unavailable approximately 1-2 students were tutored during the one year of operation with unsuccessful results.

Upon receiving the LSCA Title VI grant a coordinator and assistant coordinator were hired. As a result tutors were

actively recruited, trained, and placed with students immediately. Materials were purchased with project funds. Coordination among the GED instructors, LAMP staff, and Department of Human Services was implemented for the purpose of recruiting and tutoring adult students. A consistent communication system among the LAMP Coordinator, tutors, and students was immediately established and meticulously maintained. Record keeping on individual student progress was kept by the coordinator during the grant period. Facilities for tutoring sites were arranged with the coordinator or assistant coordinator being present at each site for the duration of tutoring sessions on a weekly basis. The LAMP project also was advertised via newspaper, radio, and brochures as a direct result of funding provided by this grant. In addition GED instructors report that since this was the only program offering remediation for adults with skill levels below 8th grade, LAMP has been an invaluable supplement to the GED program as student attendance and enrollment have stabilized. The impact of the Federal project on the ongoing program is such that Summers County could not offer an effective literacy project had funding not been received. Overall, we believe LAMP has had a substantial long-term impact on Summers County.

Unfortunately, LAMP did not receive funding for 1993 - '94. The Library has scrambled to find alternative funding in an effort to keep the program in operation. Students who were actively being tutored are continuing to study. With no one to organise tutor training, there are no new tutors and requests from individuals for remedial help have been differed. Students have expressed anger and dismay that they have been "let down" once again by the system. GED teachers are frustrated that there are no resources

available for the nonreading adult.

Star Rt Box 68B
Hinton West Virginia
May 24, 1993

Dear Mr President:

I thought you was highly in favor of education. The Summers County library has a literacy program I am in the program. It has helped me a lot. I understand you are cutting it out. I don't think you should because if you do it will hurt a lot of people like me and others. It will keep us from getting better jobs. I hope you could find a way to keep the literacy program going in Summers County.

Respectfully,
Delwood Kisner
Star Rt Box 68B
Hinton WV 25951
304-466-4720

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Dear Mr. President:

I am in a literacy program. Before I started the program I wasn't good in writing or spelling or reading. The program has helped me a lot in working with computers and it has helped me start working on my G.E.D. I think you should keep the program going so people like me can get help.

The program that I go to is in Summers County, West Virginia. You should come and see the program and how much it helps the people in the County. The program helps me at work and at home. I feel that it is a good thing to have. I would like for you to find a way to keep it going. Without the program I won't be able to get my G.E.D and that would keep me from getting a better job.

Thank You,

Delwood Kesner
Hix Rt Box 68B
Hinton WV 25951
304-466-4720

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Letter to the Editor

Dear Pam,

I found the West Virginia Laubach Literacy Conference held at Cedar Lakes on May 20-21 very rewarding. Not only were the accommodations very satisfactory, but the sessions I attended were very helpful and provided me with some useful information to take back to my program. The sessions I chose to attend were Grant Writing, conducted by Kathi Polis, and Working with LD/ADD Adults, conducted by John Streeter. Both presenters were very knowledgeable in their fields and provided some practical, useful information to those in attendance. I learned a great deal from both presentations and appreciated having the opportunity to talk with both of these presenters after the presentations were concluded. I applaud you on your choice of presenters for this workshop and for the location chosen. I'll look forward to attending other workshops in the future.

Sincerely,

Thelma Garton
Literacy Coordinator - LAMP

Summers County Public Library has received a $9,260.00 grant as one of 11 mid-Atlantic regional libraries that will participate in the Bell Atlantic/American Library Association (ALA) Family Literacy Project. The Library will use the grant to develop a family literacy program targeting young children of participants in the library's **Literate Adults Mean Prosperity (LAMP)** program, which tutors adults to participate effectively in General Education Development (GED) diploma preparation classes and provides child care services for GED and LAMP students. The project funded by the Bell Atlantic/ALA partnership will enrich and enhance the child-based portion of the existing program by supporting adult students who need encouragement to help their children with homework and fostering children's interest in reading and their knowledge and use of library services. The funding period for the project runs from April 1993 through October 1994. Team members Myra Ziegler of the Summers County Public Library and Tammie Wood, LAMP assistant project coordinator, attended a training workshop sponsored by the Family Literacy Project. Other team members are Thelma Garton, LAMP project coordinator; Stuart Oxley, director of the Summers County GED program; and Jane Haga, C & P maintenance administrator and incoming president of the Beckley Council of the Telephone Pioneers of America.

Above selections from "Network" magazine - June '93

Hinton BPW Meets

The Hinton BPW met Thurs., Nov. 19th. at the Upper Crust. President Barbara Parmer opened the meeting by having members repeat the club collect. Guests Ms. Kelly Kamp, Martha Williams, Lula Cale, Madonna Gwinn, and Martha Morgan were recognized.

Following the delicious dinner, Betty Bare introduced the speaker for the evening, Ms. Thelma Garten. Ms. Garten spoke about the LAMP program, which means Literate Adults Mean Prosperity. She made us aware of an alarming fact that 42% of the people in Summers Co. did not graduate from high school. Twenty one men and women have participated in the program since it began here one and one half years ago. The classes are taught at the public library in Hinton and at Talcott and Jumping Branch schools. She also reminded us that they need volunteers. The program was very informative and Ms. Garten was presented with a gift of appreciation from the club.

The business meeting was called to order and the minutes of the previous meeting were read and approved. The treasurers report was

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Hinton, West Virginia Tuesday Jan. 26, 1993

Hinton Woman's Club Holds January Meeting

Under a new schedule to continue their meetings year round, the Hinton Woman's Club met Jan. 11 at 7:30 in the Memorial Building.

Highlight the evening Mrs. Myra Ziegler presented a very informative program on the need for and the importance of An Adult Literacy program in Summers County.

The program uses the theme Literature Adults Mean Prosperity and is sponsored by the Summers County Public Library featuring one to one instruction; adult interest level text books, supportive services for entry into higher education and literacy volunteers for one to one tutoring for reading.

Mrs. Bobby Basham, club president, conducted the routine order of business opening with the flag salute, club collect and pledge.

4 - Hinton News Tues, Feb. 2, 1993

LAMP Trains Volunteer Tutors

LAMP, (Literate Adults Mean Prosperity) is Summers County's literacy project based in the Summers County Public Library. The goal of this literacy program is to help adults learn to read or to read better. In LAMP adults participate in one-to-one tutoring sessions which last from one to two hours. Tutoring sessions are presently being offered at the Summers County Public Library, Talcott School, and Jumping Branch School.

Since this project has been so successful so quickly more tutors were needed to provide services for the new students entering the program. A training workshop was held Jan. 15 and 16 with the Summers County Board of Education providing space for the workshop and Loaves&Fishes supplying snacks for all participants.

Tutors are still needed so more students can enter the program. Anyone who enjoys reading and would like to help an adult learn to read or to read better can be a volunteer. Free training and free materials are provided. For information call the Summers County Public Library, 466-4490.

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Hinton, West Virginia Tuesday Jan. 5, 1993

Hinton, West Virginia Tuesday Jan. 12, 1993

Tutor Training Workshop To Be Held Jan. 15-16

There will be a workshop to train tutors to teach adults to read or to read better. The workshop will be held at the Summers County Board of Education Conference Room on Fri. night, Jan. 15 and Sat., Jan. 16.

The training is sponsored by LAMP (Literate Adults Mean Prosperity). By teaching adults in Summers County to read or to read better the cycle of illiteracy will eventually be broken. This project is sponsored by the Summers County Public Library with cooperation from the Summers County Board of Education and Department of Human Services.

"People don't have to be teachers in order to tutor someone. We provide all of the training and materials they will need. We are very excited to have Joe Caudill to train the tutors in the Laubach method," said Thelma Garten, Literacy Coordinator.

All tutoring is done at one of three sites: Summers County Public Library, Talcott School, and Jumping Branch School. The tutoring sessions are held once per week in the evening at these three sites.

Call the Summers County Public Library (466-4490) to register for the workshop or for more information about the program.

Literacy training Friday, Saturday

There will be a workshop Friday and Saturday at the Summers County Board of Education Conference Room to train tutors to teach adults to read or to read better.

The training is sponsored by LAMP (Literate Adults Mean Prosperity) and the Summers County Public Library with cooperation from the Summers County Board of Education and Department of Human Services.

"People don't have to be teachers in order to tutor someone. We provide all of the training and materials they will need. We are very excited to have Joe Caudill to train the tutors in the Laubach method," said Thelma Garten, literacy coordinator.

All tutoring is done at one of three sites, Summers County Public Library, Talcott School and Jumping Branch School.

The tutoring sessions are held once per week in the evening at these three sites.

Call the Summers County Public Library at 466-4490 to register for the workshop or for more information about the program.

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Hinton, West Virginia Tuesday Feb. 9, 1993

Pictured left to right are Rachel Worby, Thelma Garten, unknown, and Myrz Ziegler.

LAMP RECEIVES GRANT

On Jan. 6, 1993, Summers County's adult literacy project, LAMP, was awarded a grant from the Thanks A Million Foundation. Accepting the grant at the awards ceremony in the State Capitol were Thelma Garten, LAMP Coordinator, and Myra Ziegler, LAMP Director. The monies received from the Thanks-A-Million Foundation will be used for a tutor training project. Mini workshops giving instruction in small group tutoring, library skills, computer skills, and math skills will be offered during the coming year to all volunteer tutors.

"We didn't receive a large amount of money but what we were awar will be put to good use. The trai our tutors will receive will e them with skills to help their dents in other needed areas in a tion to reading. I'm really exc about the impact this will have our program!" commented The Garten, project coordinator.

LAMP (Literature Adults M Prosperity) is based in the Summ County Public Library. It offers to-one tutoring services to ad needing to learn to read or to r better. Tutoring sessions are hel the Library, Jumping Branch Sch and Talcott School one day each w for one-two hours per session.

Anyone interested in learnin read better or in helping an ad learn to read or to read better contact the Summers County Pul Library at 466-4490 for informati All materials and instruction free.

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Adult Literacy Program

Literate Adults Mean Prosperity

Summers County Public Library
201 Temple Street
Hinton, WV 25951
466-4490

Literate Adults Mean Prosperity is:

-- *A second chance for an education for adults in Summers County.*

-- *A program of study for individual needs.*

-- *A comfortable surrounding designed for adults.*

-- *A free class open 12 months a year for attendance on student convenience.*

-- *A stepping stone to more education, self-confidence, and a better future.*

-- *A growing program serving more adults each year.*

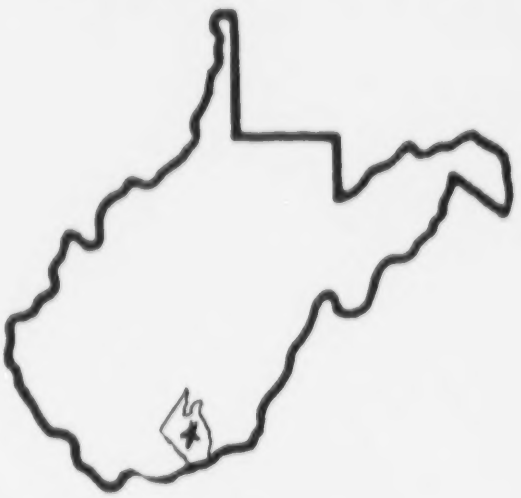
Features Include:

-- *One-to-one instruction.*

-- *Adult interest level textbooks.*

-- *Supportive services for entry into higher education.*

-- *Literacy volunteers for one-to-one tutoring for reading.*



Summers County

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